
WORK/STUDY
STRATEGIC INITIATIVES PROGRAM

Formative Evaluation

**Evaluation and Data Development
Strategic Policy
Human Resources Development Canada
and
Saskatchewan Post-Secondary Education and Skills Training**

April 1998

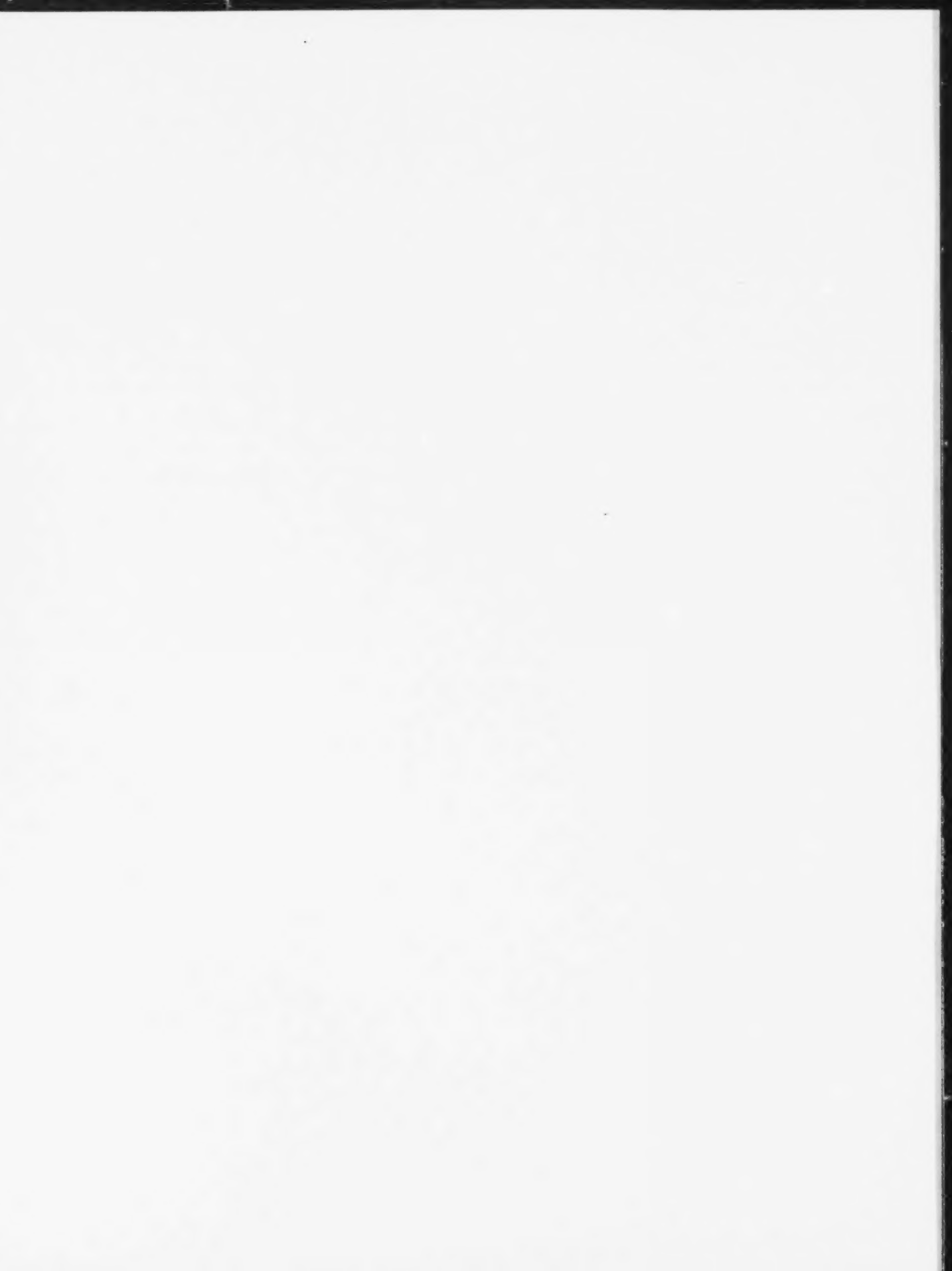


TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS

EXECUTIVE SUMMARY i

MANAGEMENT RESPONSE vii

1.0 INTRODUCTION..... 1

1.1 Background to Strategic Initiatives 1

1.2 Work/Study Program 2

1.3 Work/Study Pilot Projects 3

1.4 Target Markets 3

2.0 FINDINGS AND KEY LEARNINGS 5

2.1 Relevance 5

2.2 Program Design and Delivery..... 10

2.3 Program Success 18

2.4 Program Cost Effectiveness 21

3.0 RECOMMENDATIONS..... 23

Recommendations: Future Work/Study Programs 23

List of Appendices:

Appendix One: Summary Of Projects 25

Appendix Two: Work/Study Program Organizational Charts..... 49

Appendix Three: Work/Study Evaluation Questions 53

ACRONYMS AND ABBREVIATIONS

Canada (CA)
Canada Housing and Mortgage Corporation (CMHC)
Canada-Saskatchewan Labour Force Development Agreement (LFDA)
Canada-Saskatchewan Labour Market Development Agreement (LMDA)
Canadian Imperial Bank of Commerce (CIBC)
Career Services (CS)
General Educational Development (GED)
Human Resource Centres of Canada (HRCC)
Human Resources Development Canada (HRDC)
Indian and Northern Affairs Canada (INAC)
Information technology (IT)
Labour Force Development Agreement (LFDA)
Labour Market Information (LMI)
Museum Association of Saskatchewan (MAS)
New Careers Corporation (NCC)
Regional Economic Development Authorities (REDA)
Saskatchewan (SK)
Saskatchewan Council of Cultural Organizations (SCCO)
Saskatchewan Indian Federated College (SIFC)
Saskatchewan Indian Institute of Technologies (SIIT)
Saskatchewan Labour Force Development Board (SLFDB)
Saskatchewan Post-Secondary Education and Skills Training (PSEST)
Saskatchewan Tourism Education Council (STEC)
Saskatchewan Environmental Resource Management (SERM)
Strategic Initiatives (SI)
Touchwood File Hills Qu'Appelle (TFHQ)
Vocational Rehabilitation of Disabled Person Program (VRDP)
Work/Study (W/S)

EXECUTIVE SUMMARY

BACKGROUND

The Canada and Saskatchewan Labour Force Development Agreement was signed in November 1994, as part of an effort to revitalise Canada's social security system by eliminating barriers to labour force participation. In January 1996, a Strategic Initiatives Contribution Agreement was signed outlining co-operative arrangements for the design, funding, implementation, and evaluation of three pilot initiatives within the guidelines of the Strategic Initiatives program. Work/Study was identified as one of the three priority areas to pilot innovative projects, along with Labour Market Information and Career Services initiatives.

The W/S program was based on the need to reduce the labour market supply-and-demand gap and to facilitate attachment to the labour force. The W/S program targets employer-driven training, apprenticeship training, community-based training, and other institution-based training to develop skills needed to enter the workforce and contribute to sustainable employment. The W/S program is testing innovative, creative, and flexible work preparation, training, and skills development. The program was designed to support pilot projects that will provide learning opportunities on how to meet labour market needs through a unique combination of work-based training and study-based training.

The W/S program is striving for a balance in meeting the training needs of employers and employees throughout Saskatchewan. Pilot project sponsors and partners identified eligible participants for individual W/S projects. The partners usually targeted unemployed people, particularly those who have had difficulty accessing the necessary training to re-enter the labour market and those who have difficulty establishing a permanent connection to the workforce.

The following four sub-streams were identified as priorities for training for W/S projects.

1. **Sector Stream Projects** test new ways of identifying and meeting skills development needs in small business and industry sectors that increase industry partnerships in the application of competency-based skills development training. A variety of delivery methods, including training in the workplace, for both new and existing workers will be tested.
2. **Multi-Media/Adult Basic Education Projects** test the application of multimedia and other innovative training approaches to increase the access to quality, sustainable jobs for equity group members, social assistance recipients, First Nations people, Métis Nation people, and youth at risk.

Approaches that link adult basic education, skills development, and employment will be tested.

3. **Entrepreneurship Projects** test new ways of increasing opportunities for Saskatchewan residents to consider self-employment as a viable alternative to traditional employment.
4. **Community-Based Projects** test new community partnerships and approaches to the management and delivery of skills development, work preparation, and labour market services that lead to employment.
5. **Grassroots proposals** were solicited in each of the sub-streams to meet the following criteria:
 - ☐ innovation;
 - ☐ partnerships;
 - ☐ linkage with employment opportunities;
 - ☐ labour market need/opportunity;
 - ☐ clearly stated objectives/outcomes;
 - ☐ economic and social impact on communities;
 - ☐ business/industry involvement;
 - ☐ needs of learners addressed;
 - ☐ training accreditation and portability;
 - ☐ participation of designated groups; and
 - ☐ potential for application in other communities or sectors in Saskatchewan.

EVALUATION

Evaluation was identified as an important component of the Contribution Agreement because the initiatives were testing new and innovative approaches to increasing labour force participation, including use of partnerships, community and industry involvement, multi-media, and other approaches to reduce barriers. In October 1996, Calibre Consultants Inc. was contracted to conduct the evaluation under the direction of the Federal and Provincial co-chairs of the Evaluation Working Group.

The evaluation will be completed in two phases: the "formative evaluation" which assesses the development phase and process and the "summative evaluation" which assesses the impacts of the program after training completion. The formative evaluation was conducted between November 1996, and September 1997. Methodologies utilised included a document review, 24 in-depth interviews with key informants, 60 participant interviews, 20 sponsor and partner interviews, and 3 stakeholder workshops. The stakeholder workshops were held to review research findings and to develop common understandings regarding key learnings that had been identified.

FINDINGS

As of September 15, 1997, 47 projects had been approved under the W/S initiative, with total contracted values of \$4,190,208, out of a budget of \$5,916,771. Approved projects include seven pre-operational projects.

The W/S formative evaluation identified the following findings.

1. The involvement of labour market shareholders in program design and planning has provided significant support and commitment to the W/S program. Communication with stakeholders through regular updates has kept people current with the program's progress.
2. The needs of target group members have been incorporated into the design and implementation of the W/S program. Several individual projects have been approved for specific target groups, including First Nations people, persons with disabilities, Métis Nation people, women, and people with other employment barriers.
3. Innovative and flexible training is important to meet challenging economic development goals in a changing environment. Best practices from innovative W/S pilot projects have the potential to be implemented for training on a broader scale.
4. W/S projects are providing strong links between employers community-based organizations, and education and training institutes and are expected to provide participants with transferable and relevant employment skills for sustainable employment. Traditional education and training institutes are being recognised as being more responsive to client, employer, and community needs.
5. Policies, procedures and processes evolved to meet the requirements of the W/S program. Incomplete policies and procedures, however, sometimes contributed to delays and reduced administrative efficiency. A streamlined and simple project approval and feedback process would improve program efficiency and decrease frustration of applicants and staff. The establishment of policies and procedures during the program design and development phase will increase efficiency and reduce delays.
6. External communication, including press releases, letters to potential sponsor organizations, newspaper advertising, presentations by staff, and word-of-mouth promotion, was effective in creating awareness and generating applications to the W/S program. Appropriate communication with stakeholders and partners helps to increase understanding of programs.

7. Measures are in place to monitor W/S activities, finances, and impacts. Delays in operationalising the Database/Tracking System reduced its ability to contribute to timely decision-making.
8. The development of new partnerships and the strengthening of previous partnerships have been challenging, but worthwhile. The partnerships have resulted in many benefits, such as helping partners adapt to change, leveraging resources for training, better meeting trainee needs, and increasing linkages between training and employment through the involvement of employers. Time is required to establish partnerships and to develop effective relationships. Compromises are required when partners have different priorities, styles, and approaches. Effective communication with partners is critical to ensure that they understand their roles and responsibilities.
9. Federal and provincial government staff have worked together as equal partners in designing and implementing the W/S program to meet labour force development needs. A good working relationship has been achieved through the ability of both orders of government to compromise to meet common objectives. Although the involvement of both orders of government has contributed to increased time and resource requirements for administration and delivery, the groundwork that is being established is expected to result in increased co-ordination and efficiency for future training and employment services.
10. Resources were allocated to maximise funding for pilot project training delivery and minimise funding for administration. The levels of time and human resources required to develop and implement the program were not fully appreciated in the initial stages. As a result, several issues resulting from administration resource constraints have had to be overcome.

RECOMMENDATIONS

The following recommendations were identified as priorities for the W/S program.

1. Identify best practices of the pilot projects as soon as possible following completion and develop a plan that outlines how the successful innovations will be integrated with future and ongoing education, training, and skills development programs in Saskatchewan.
2. Continue efforts to refine reporting and monitoring forms to streamline the process and increase consistency.
3. Continue to monitor requirements for administration resources and allocate funding as required for efficient and effective service.

4. Ensure that the SI Database/Tracking System is functioning properly and meeting its mandate to provide activity reports for timely decision-making. Provide appropriate staff training to increase the Database/Tracking Systems' effectiveness.

RECOMMENDATIONS: FUTURE WORK/STUDY PROGRAMS

1. Identify opportunities, including participation in focus groups or workshops, for increased involvement of industry, community-based organizations, and other government departments in the development of future training and employment programs. Ensure non-government partners are able to participate in workshops and other activities and, where necessary, subsidise expenses.
2. Incorporate a pre-operational design and development phase with timelines and resources (human and financial) for the following activities:
 - development of partnerships;
 - use of focus groups with stakeholders to provide input in program design;
 - development of common visions and objectives;
 - development of detailed but flexible policies, procedures, and processes;
 - identification and implementation of Database/Tracking System and monitoring requirements;
 - development of a communication strategy; and
 - development and implementation of training program(s) for staff.
3. Utilise program criteria that are transparent and appropriate to definable outcomes and that provide a minimum framework for applicants.
4. Develop clear and concise written material outlining the program vision, objectives, criteria, roles, responsibilities, policies, procedures, and expected timelines.
5. Require signed letters from partners, outlining their commitments to projects.
6. Provide presentations and written material regarding new programs to other government delivery agencies. For example, HRCC, Human Resources Development Canada, and so on, even if they are not directly involved in administering programs.
7. Encourage the involvement of funding and training partners in the developmental stage of individual projects to improve co-ordination of activities.

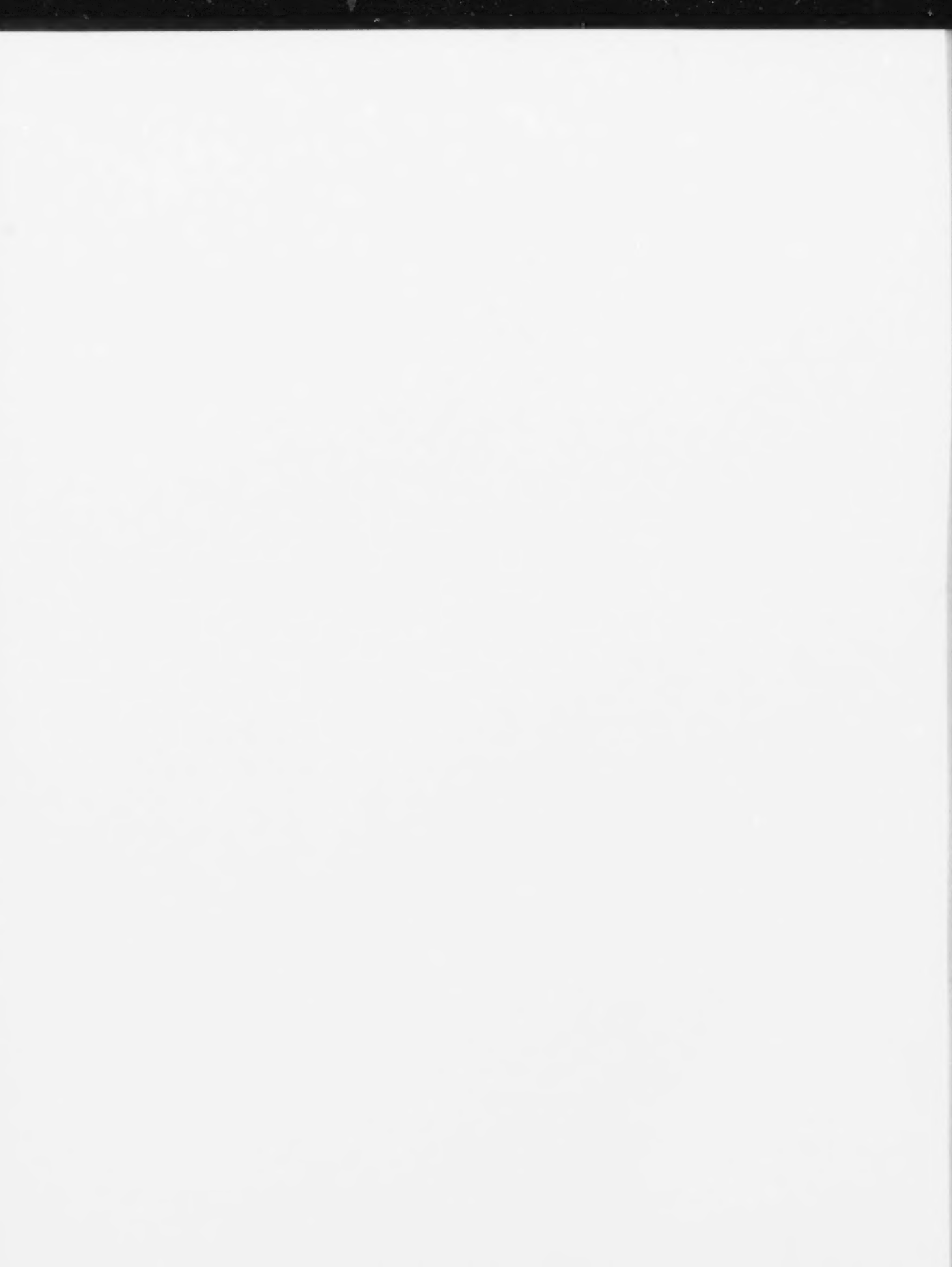
8. Allocate administrative resources to meet client expectations for timely and quality service.
9. Ensure federal/provincial and community partnerships are cognisant of the significant time and resources (human and financial) required to establish true partnerships and to develop relationships at the community level and between federal/provincial government departments and agencies, industry, and community-based organizations.
10. In future programs, if the focus is on innovation and innovative approaches to encourage and test training and employment alternatives, the manner in which innovation is defined should not be restricting or limiting in nature.

MANAGEMENT RESPONSE

Work/Study is one of three initiatives undertaken with the Canada-Saskatchewan Strategic Initiatives. The findings and recommendations of the W/S formative evaluation have been carefully reviewed and the findings accepted. The evaluation results have been used to modify ongoing programs and have been shared with individuals involved in W/S. The findings will be used in the continuous improvement of services to clients.

Wayne McElree
Provincial Co-chair
November 5, 1998

Jean Gabert
Federal Co-chair
November 5, 1998



I.O INTRODUCTION

I.1 BACKGROUND TO STRATEGIC INITIATIVES

In November 1994, Canada and Saskatchewan signed a Labour Force Development Agreement designed to provide a framework for joint planning, management, service, program delivery, and evaluation of labour force development services in the province. The Agreement grew out of an interest by both orders of government in taking a joint approach to trying new ways of improving the effectiveness of efforts to develop a skilled labour force and increase access to training and jobs in Saskatchewan. Consultation had identified issues that focus on the need for:

- better co-ordination of planning and service delivery across the two orders of government;
- more community involvement in the development of programs and services;
- more involvement of employers and various industry sectors in identifying training priorities and providing training opportunities; and
- better access to training and jobs among persons with disabilities, aboriginal people, women, members of visible minorities, people on social assistance, and youth.

Within the LFDA, strategic initiatives were identified as a high priority for joint development. In January 1996, Canada and Saskatchewan signed a Strategic Initiatives Contribution Agreement outlining co-operative arrangements for the design, funding, implementation, and evaluation of three pilot initiatives within the guidelines of the federal government's Strategic Initiatives Program: Labour Market Information, Career Services, and Work/Study. The specific program initiatives outlined in the Agreement are intended to provide a continuum of integrated programs and services to support the transition to work and to build effective Cupertino among communities, industry, education and training institutions, and governments to meet provincial labour force development needs. The SI program is part of the Government of Canada's social security reform project, designed to eliminate disincentives to work and to encourage labour force participation¹.

¹ A Framework for the Evaluation of the Joint Planning Arrangements, Co-Location Projects and Strategic Initiatives Under the Canada-Saskatchewan Agreement on Labour Force Development and the Canada-Saskatchewan Contribution Agreement Concerning Labour Market Initiatives under the Strategic Initiatives Program. March 1996.

The W/S program has been designed to advance the following SI principles:

- improved service to clients;
- improved efficiency and effectiveness, including the elimination of duplication and waste;
- increased federal/provincial co-ordination and collaboration in training, employment, and community and labour force adjustment programming;
- linkage of programs and services to local and provincial social and economic needs;
- enhanced training opportunities for employment equity group members, including aboriginal peoples, persons with disabilities, women, visible minorities, social assistance recipients, and youth;
- enhanced advisory roles for labour market partners and communities with an interest in labour force development; and
- ongoing commitment of federal and provincial funding to support jointly approved initiatives contained within the Agreement and timely sharing of funding information to support joint planning.

1.2 WORK/STUDY PROGRAM

The W/S program was based on the need to reduce the labour market supply-and-demand gap and to facilitate attachment to the labour force. The W/S program targets employer-driven training, apprenticeship training, community-based training, and other institution-based training to develop skills needed to enter the workforce and contribute to sustainable employment. The W/S program encourages labour market stakeholders to take more responsibility and ownership for providing training and skills development through partnerships.

The W/S program is testing innovative, creative, and flexible work preparation, training, and skills development. The program was designed to support pilot projects that will provide learning opportunities on how to meet labour market needs through a unique combination of work-based training and study-based training.² W/S projects are piloting training projects that are expected to be more cost effective in meeting the challenges of declining resources. Pilot projects will be evaluated for possible implementation of best practices on a broader scale.

² "Work-based training" and "study-based training" were the terms utilized by the W/S staff to increase clarity when operationalizing the program.

I .3 WORK/STUDY PILOT PROJECTS

Four streams were identified as priority areas for W/S projects. The objectives for each of these streams are as follows:

1. Sector Stream Project Objectives

To test new ways of identifying and meeting skills development needs in small business and industry sectors that increase industry partnerships in the application of competency-based training. A variety of delivery methods, including training in the workplace, for both new and existing workers will be tested.

2. Multi-Media/Adult Basic Education Project Objectives

To test the application of multimedia and other innovative training approaches to increase the access of equity group members, First Nations people, social assistance recipients, Métis Nation people, and youth at risk to quality, sustainable jobs. Approaches that link adult basic education, skills development, and employment will be tested.

3. Entrepreneurship Project Objectives

To test new ways of increasing opportunities for Saskatchewan residents to consider self-employment as a viable alternative to traditional employment.

4. Community-Based Project Objectives

To test new community partnerships and approaches to the management and delivery of skills development, work preparation, and labour market services that lead to employment.

As of September 15, 1997, 47 projects had been approved under the W/S Initiative, with total contracted values of \$4,190,208, out of a budget of \$5,916,771. Approved projects include seven pre-operational projects. Appendix One provides a description of the projects, sponsors and partners, contracted value, timeframes, and number of trainees.

I .4 TARGET MARKETS

The W/S program is striving for a balance in meeting the training needs of employers and employees throughout Saskatchewan.³ Eligible applicants include the following:

³ "Sponsor clients" and "trainee clients" were the terms utilized by the W/S staff to describe their clientele.

- private companies;
- industry associations;
- labour organizations;
- educational and training organizations;
- First Nations and Métis Nation organizations;
- provincial departments and agencies;
- municipal governments;
- economic development organizations;
- community-based organizations;
- Crown corporations;
- health districts; and
- individuals.

Pilot project sponsors and partners identified eligible participants for individual W/S projects. The partners usually targeted unemployed people, particularly those who have had difficulty accessing the necessary training to re-enter the labour market and those who have difficulty establishing a permanent connection to the workforce.

W/S is targeting projects for rural and urban areas and southern and northern areas so that communities throughout Saskatchewan will benefit.

2.0 FINDINGS AND KEY LEARNINGS

2.1 RELEVANCE

1. What was the process used to determine the social and economic need for the W/S program and individual projects?

Key Learnings

- Trust communities to identify and articulate their labour market program and service needs.
- Involve community-based organizations and industry more in the design phase.
- Greater involvement at the outset of additional federal and provincial government departments/agencies that have an interest in labour force development would have strengthened the partnerships and helped to ensure training programs are integrated with other social and economic development initiatives at the community level.
- Hold focus groups and pay focus group participants for their active participation in the design phase.
- Ensure the capacity to offset the costs for accommodation, travel, and per diems exists for non-government organizations to participate.

The W/S program was designed with the recognition that innovative training approaches needed to be encouraged to meet the challenging social and economic development needs of the province. In the past, training programs have not always adequately met the needs of employers and employees. A process for community-based projects involving partnerships with employers was identified as a key element to developing innovative approaches.

A W/S Working Group, comprised of 15 officials representing a cross-section of interests and expertise, was established to identify labour market needs and to have an advisory role in the development of program guidelines and criteria. The Working Group included representatives from Human Resources Development Canada, Saskatchewan Post-Secondary Education and Skills Training, New Careers Corporation, Saskatchewan Social Services, Saskatchewan Labour Force Development Board, and government-supported education, training, and research institutes. Two of the Working Group

members represented business and agriculture. The Working Group members brought a collective knowledge of skill shortages and unemployment, based on their involvement in previous consultations and research.

The Working Group identified four sub-streams as priorities for W/S. Community partnerships were encouraged to bring projects forward into those sub-streams. The design of W/S encourages local communities and industry to take more responsibility for their training needs by combining industry and community efforts and resources with public funding. Individual projects must show linkages between training and skills development and employment opportunities and have a positive economic and social impact on communities. The extent of information or indicators provided by applicants varied. Formal needs assessments were generally not undertaken. Proposals submitted provided the following types of indicators:

- labour market needs the training would meet;
 - minimum skill and education levels necessary for employment;
 - skill levels of potential trainees;
 - unemployment rate in the area;
 - demographics of the unemployed (age, gender, etc.);
 - industries that operate in the area; and
 - occupations available in the future.
2. How have the labour force development needs of target groups been incorporated in the design of the W/S program?

Key Learnings

- To address the needs of target groups, it is important to involve representatives of those target groups in the program design phase.
- Target group representatives are willing to participate in framing programs and facilitating their implementation.
- Flexible approaches to training continue to be important for people with employment barriers.
- The W/S Working Group was involved in the design phase only. This provided a broad spectrum of expertise and was therefore very helpful. However, it was also problematic because of the large number of individuals involved.

The W/S program is targeting equity group participation representative of the Saskatchewan working-age population. The four sub-streams are used to help make decisions and are not quotas. The actual participation of target group members depends on the proposals received. W/S trainees are chosen by the project sponsors, and although sponsors are not required to train target group members, a project proposal which targeted equity group members would be considered more favourably than if it did not.

Project sponsors were encouraged to identify and commit to recruitment targets for equity groups. Applicants who wished to work with equity groups were required to identify participant needs and other partners who could contribute toward meeting those needs. The W/S program was designed to encourage partners to provide income support. For example, employers continued to provide wages, Saskatchewan Social Services continued to provide assistance, and Employment Insurance continued to provide benefits. W/S funding would then be allocated, within the framework, to provide the support that other partners were unable to provide. Several individual projects designed for specific target groups, including First Nations people, persons with disabilities, Métis Nation people, women, and people with other employment barriers, have been approved.

3. How was innovation instrumental to the W/S program?

Key Learnings

- **Flexibility is required to identify creative solutions and improved training and skills development approaches for the future.**
- **Innovation has the potential to provide models and encourage alternatives for training and employment; by making a conscious decision not to define innovation, creativity was enhanced but frustration was engendered in determining how projects and proposals were to be assessed.**
- **In future programs, if the focus is on innovation and innovative approaches to encourage and test projects for training and employment, it is important to ensure that the definition of innovation is not restricting or limiting, i.e., innovation does NOT imply one of a kind. For example, the same innovation could be applied in several regions of the province at the same time, or the same innovation could be used in more than one project.**

Innovation has been the primary criterion for approving projects under the W/S program. Resources have been provided to allow experimentation with various types of training. The following are examples of training innovation that are being piloted:

- delivery methods;
- new curricula;
- work-based training, rather than institution-based training;
- alternative trainers;
- new partnerships;
- support services for participants;
- alternative training recognition and accreditation by and through industry;
- alternative prior learning and skill assessments;
- career laddering;
- innovative apprenticeship programs;
- innovative use of multimedia; and
- timing of training to meet employer needs.

The W/S program is piloting projects that are expected to be cost effective, such as those utilising alternative trainers. Small organizations can run training programs and sometimes do so at less cost than big institutions incur for the same program.

Innovative projects identify training alternatives, especially where people face barriers to training and employment. For example, holistic training for aboriginal people in the hospitality industry provided child-care services, transportation for participants, lifeskills training, and a cultural component in addition to hospitality industry skills training.

Innovative programs match the employers' needs with the needs of the community. This match is particularly well illustrated by a project that brought together hospitality industry employers with disabled young adults from northern Saskatchewan. Since turnovers are very high in the hospitality industry, employers realised that they would gain by investing in the training and support of these people. W/S also is generating new approaches to traditional apprenticeship training through new partnerships, more flexible delivery, decreased formal in-class training, and allowing apprentices to gain more of their technical training on the job. The W/S initiative has resulted in the development of principles for innovation developed by the Apprenticeship and Trade Certification Unit and SIAST, the technical training deliverer.

Multimedia and other technology are being used in innovative training projects. For instance, projects such as the Automotive Service Technician (AST) project and the Saskatchewan Tourism Education Council's Entrepreneur Project have proposed to use the Internet in their training. The Internet is expected to have great potential as a practical way to deliver training in the North. The Northeast Developers Association Project is using a multi-media approach to training. The AST project has developed a CD-ROM.

Some of the innovations being piloted are expected to be implemented on a broader scale in the future. The Saskatchewan Outfitters' Association's innovative guide training project is currently under review by a national tourism council for possible inclusion in future national training programs.

The W/S program received many proposals for projects that were perceived to utilise traditional training approaches rather than innovative approaches. Over time, applicants became better at bringing forward truly innovative projects, and the Approval Sub-Committee became more experienced in approving projects that had significant innovations.

4. How does the W/S program represent improvements in service to clients over existing programs?

Key Learnings

- **Strong links among employers, employees, community-based organizations, and education and training institutions are expected to result in transferable and relevant employment skills and to contribute to sustainable employment.**

By establishing partnerships with a variety of training deliverers, such as education and training institutions, community-based organizations, employers and industry, and private trainers, the program is expected to provide the following improvements over existing training programs:

- a more seamless link and stronger bridge between potential workers, skills development, training, and employment through the involvement of communities and employers as partners;
- improved access to training and more flexible training delivery through the use of the partnership approach;
- higher quality skills development and training opportunities through the combination of the resources and synergies of diverse partners;
- enhanced access to comprehensive learner/worker support services such as child care, transportation, and personalised lifeskills coaching;
- alternative and innovative sources of income support for trainees;
- training to better meet target group needs through the involvement of organizations representing equity groups; and
- increased linkages between training and sustainable employment in the north.

W/S projects are community and employer driven and, as a result, are expected to have an increased probability of long-term employment.

The involvement of partners and emphasis on meeting trainees' needs is expected to increase the projects' overall success by contributing to the following impacts:

- increased training completion rates;
- increased self-esteem for participants;
- new and enhanced skills;
- increased employability;
- sustained employment; and
- increased self-sufficiency and self-reliance.

2.2 PROGRAM DESIGN AND DELIVERY

1. Have any operational/legislative/regulatory/jurisdictional constraints been identified that impinge on the ability of the program to achieve its objectives? How were these handled?

Key Learnings

- **The flexibility required to design and develop programs which target community-based partnership approaches must include funding and human resource allocations (research and development funding for program design and delivery) at the outset to accommodate this process.**
- **When designing multi-year projects and programs, governments should:**
 - (i) **Consider rolling funding appropriate to match operations over the life of the project or program;**
 - (ii) **Ensure that fiscal year allocations for projects and programs are not lost if they are not completely used in that particular year; and**
 - (iii) **Ensure sufficient funding and human resources are available to accommodate operational requirements for the duration of the project or program.**
- **When the partnership model is used for project program design and delivery, appropriate funding, human resources, and sufficient time must be allocated for the duration of the project or program.**

Prior to the Strategic Initiatives Contribution Agreement being signed, resources were not available to hire a staff person and develop an infrastructure for W/S administration and implementation. Existing

government procedures dictate that money is available only after a contribution agreement is signed. Soon after the Strategic Initiatives Contribution Agreement was signed, advertising for proposals generated a tremendous response from the community. This led to a situation where:

- W/S staff were not in place to deal with public inquiries and sponsor applications;
 - a backlog of applications quickly built up;
 - W/S staff had to come together quickly and become operational within a short period of time; and
 - lack of common understandings surrounding administrative policies, procedures and processes contributed to inefficiencies.
2. What are the strengths and weaknesses of the program's organizational structure?

Key Learnings

- **Stakeholder involvement in program design and planning helped to increase relevance, support, and commitment to the program. It is important that stakeholders involved have a clear understanding of their roles and decision-making authority. The use of focus groups may have been a more effective way of gaining input for program design.**
- **The establishment of policies and procedures during the program design and development phase will increase efficiency and reduce delays. However, it is difficult to anticipate all potential problems prior to program and project start-up.**
- **A need to streamline and simplify the project approval process was identified. Existing federal and provincial government systems and approval processes are not designed to accommodate joint collaboration and multiple-organization partnerships. A government single delivery authority and a system which permits accountability and responsibility at the appropriate working level would be advisable in future program development.**
- **The W/S program has provided opportunities for unique and innovative projects to be tested and to serve as potential models for future training. The program was designed with flexibility to allow for new learning opportunities.**
- **Appropriate communication with stakeholders and partners helps to increase understanding and support for programs. Newsletters are beneficial in keeping stakeholders up to date when meetings are not practical. Common terminology should be used consistently across all SI streams; sometimes the same terms may have different meanings to different individuals or groups.**

A copy of the W/S program organizational chart and a description of the primary roles and responsibilities of W/S stakeholders and staff can be found in Appendix One.

An organizational weakness was the manner in which the W/S program was unveiled. The short timeframe for program design and development resulted in a lack of understanding regarding the parameters of the W/S program. The W/S Working Group was responsible for the pre-operational program design and development phase of the program. The Working Group was not involved in the recommendation and approval of projects. W/S program staff were hired to review applications and recommend projects for approval. However, some of the W/S Working Group members did not have a common understanding of their level of decision-making authority regarding recommendations; as a result, issues concerning communication and process were raised. Some frustration resulted from the lack of perceived influence of the Working Group's input on the implementation of the program and the criteria to be emphasised. This organizational weakness was further compounded because, simultaneously, the W/S program was announced, the program delivery staff were hired, and the applications were received.

Another complication resulted from the reduced timeframe in making the program fully operational. Initially, the W/S staff did not function as a cohesive team. This lack of cohesiveness resulted in members and staff spending a significant amount of time in consultations. The reduced timeframe for program design and development consequently inhibited the development of a strong and functional implementation team. This, in turn, created a high-pressure environment in which Working Group members were constantly trying to catch up with, and remain on top of, program delivery. In addition, the development of apprenticeship W/S projects, while resulting in good innovative pilot projects, caused some disjointedness with the W/S staff, who were required to monitor apprenticeship projects after someone else developed them.

Another weakness in the organizational structure of the program was the design of the project approval process, which was long and cumbersome. Few policies and procedures specific to the W/S program were in place when the program began. Many of the administrative policies, procedures, reporting processes, and forms were developed or contributed by one or both levels of government to meet the needs of the W/S program as it progressed. Applicants interested in accessing the W/S program were required to develop a short concept paper outlining partners, training innovations, and employment links. If project concepts were recommended for development, applicants completed an application form providing a more complete description of the training, the innovation(s), the commitments from various partners, the trainees, and the budget(s), including financial and in-kind contributions from partners. Following completion, the W/S project officer

would complete a summary of the project application with recommendations, which would be submitted to the Sub-Committee for final approval and sign off from each of the appropriate federal/provincial designates (the SI stream co-chairs, the SI co-chairs, and the LFDA federal/provincial signatories). This implied that a minimum of six signatures were required for the W/S project approval process. This was a result of existing federal and provincial government structures, which are designed to operate in a specific fashion and do not easily accommodate joint collaboration and multiple-partner arrangements.

Incomplete procedures at the beginning of the program contributed to delays and frustration for W/S applicants and staff. Policies and procedures drawn from each order of government were contradictory at times. This resulted in challenges to each order of government's policies to facilitate innovative and flexible programming. In addition, it became necessary to change the contract part way into the initiative in order to accommodate multi-year projects. This resulted in some project approval delays.

The development of policies and procedures as the W/S program evolved has been beneficial in that flexibility was available to meet program requirements. A strength of the application process was the introduction of the concept paper at an early stage, which helped clarify the innovation criterion. The concept paper streamlined the application process by reducing applicants' time requirements and providing feedback from W/S more quickly.

Significant time and resources were required by applicants to develop partnerships and concept papers prior to submission of their project application. Some project proposals have taken several months to go from concept to contract stage. Applicants indicated that they would prefer more timely verbal and written replies to proposals, more details regarding why proposals were not considered innovative, and reasons why other proposals were approved. Applicants would prefer either a definitive rejection or an indication of what would be required to make their project innovative. Ongoing improvements have been achieved in addressing policy and procedural issues.

A further strength of the organizational structure was the involvement and interest of partners in the W/S program. The W/S Approval Sub-Committee members have shown strong commitment to the program by spending significant additional time supporting it.

A conscious decision was made not to define innovation or provide models, in order to avoid restricting innovative ideas. The view of innovation changed as the W/S program developed. Originally, innovation meant new to Canada, but later this changed to meaning new to Saskatchewan. The Sub-Committee did not approve funding for existing training and would not fund

similar innovations more than once. However, approval decisions took into account regional differences; for example, projects in northern Saskatchewan were approved which had similarities to projects in southern Saskatchewan.

The use of innovation as a primary criterion was new to staff, applicants, and partners. As a result, the following concerns surrounding innovation developed:

- initially, staff worked with applicants to identify opportunities for innovation. However, the W/S staff members were sometimes reluctant to suggest potential innovations because they did not want to create a misleading impression that if their suggestions were incorporated, a project would be approved;
- when W/S staff members were unable to give applicants an indication of whether their proposed projects met the "innovation" criterion, applicants believed that more predictability was required; and
- reductions in funding for traditional training led applicants to expect approval for existing training with minor modifications, rather than significant innovations.

Internal communications included interaction with the W/S Working Group, the SI senior management, co-chairs, and staff. Internal communication media included a variety of mechanisms, such as regular meetings of the W/S Working Group, the SI co-chairs, and the W/S staff. Progress reports were provided to partners and a newsletter entitled *Work/Study Update* was developed for Working Group members and other stakeholders to update stakeholders on the progress of the program. The distribution of the newsletter was expanded because of its effectiveness. The monthly co-chair meetings were also effective in keeping all SI streams informed on current activities.

3. How were the potential applicants and the community informed about the W/S program? Was the external communication effective?

Key Learnings

- **Timelines for new programs must incorporate:**
 - time to develop a communication strategy, including roles and responsibilities, recognition policies, translation requirements, and so on, so that the strategy is in place when needed; and
 - sufficient time to process and receive project funding approvals by both orders of government.
- Communication should be directed to the public only after the appropriate administrative infrastructure is in place to respond to inquiries.
- Personal presentations are deemed to be one of the most effective methods of providing information to communities and staff.

Several communication methods were used to inform people about the W/S program. These communication methods included the following:

- news release issued in January 1996 to announce the W/S program;
- a toll-free number to call for more information;
- press conference and reception in December 1996;
- advertisements in English and French in newspapers throughout Saskatchewan;
- letters and information sent to organizations that had the potential to develop proposals for pilot projects;
- communication to communities through existing government structures, such as Saskatchewan Intergovernmental and Aboriginal Affairs (formerly Saskatchewan Indian and Métis Affairs Secretariat) and municipal governments;
- word-of-mouth promotion through Working Group members to their respective organizations and other potential applicants;
- one-to-one promotion by the W/S program manager and project officers to potential applicants;
- presentations by W/S staff to various community organizations, educational institutions, and other interested groups; and
- presentations to staff at some of the HRDC offices.

The communications adhered to policies developed jointly by the federal and provincial communications departments to reflect a shared commitment and a common message. The project officers worked with project sponsors to ensure their external communication also adhered to the communication

policies. Policy and protocol dictates that press releases delivered by both orders of government must first be approved by both governments before the documents go to the public. These requirements are cumbersome and time consuming.

External communication about the W/S program was very effective overall in creating awareness, based on the tremendous response that it generated from potential applicants. One communication weakness identified was the level of knowledge about W/S on the part of other local government delivery agencies (HRCC, HRDC, etc.)

4. What measures are being taken for tracking, monitoring, and assessing the projects? Are these adequate?

Key Learnings

- **There is a need for ongoing monitoring capacity with accountability at the most direct delivery level possible (project officer or field level).**
- **A Database/Tracking System is required at the beginning of program start-up in order to ensure that pertinent data are captured which will generate reports to contribute to timely decision-making.**

W/S's monitoring goals are to ensure that government funding is being used in a manner that meets the objectives that have been set for its use and to provide the required flexibility for pilot projects. Measures are in place to monitor W/S activities, finances, and impacts.

Every W/S project has a workplan with milestones and estimated expenditures. Project officers verify program progress and completion of milestones through the following procedures:

- review of sponsors' monthly reports;
- regular informal telephone contact with sponsors;
- site visits every three months; and
- initial meetings with trainees and informal meetings throughout the training program.

Financial procedures include the following:

- W/S pays its share of the first three months' projected expenses in advance;
- sponsors (project proponents) submit financial statements every month;
- sponsors are reimbursed monthly for actual expenditures;

- project officers verify expenditures by examining bills, cheques, and other financial information through site visits every three months; and
- project officers also verify partner contributions.

Impact (summative) evaluation will include the following activities:

- Database/Tracking System statistical reports;
- Sponsor reports; and
- Independent evaluation, including
 - sponsor interviews
 - partner interviews
 - participant interviews.

Comparison groups will be used to evaluate selected pilot projects if comparable training programs and target markets can be identified.

Planning and preparation has been incorporated in the development of the SI Database/Tracking System. This effort is expected to increase the overall monitoring and evaluation effectiveness through the collection and input of consistent information for reporting purposes. Delays were experienced, however, in operationalising the Database/Tracking System for activity reports. The system is expected to provide the Province with an infrastructure to administer and track future programs and projects.

Some sponsors perceive that the paperwork is cumbersome. Ongoing work is being done to refine progress reports and monitoring and financial forms to streamline the process and increase monitoring consistency.

2.3 PROGRAM SUCCESS

1. What types of partnerships have been developed through the W/S program? What have been some of the partnership achievements and challenges? Will these partnerships be sustainable?

Key Learnings

- **Partnerships should be based on achieving specific visions, objectives, and goals. Partnerships should only be sustained if there are useful benefits to the partners, which depends on opportunities and needs. Partnerships require human and financial resources to be sustainable.**
- **Involving funding and training partners when a project is in the developmental stage increases awareness, improves co-ordination of activities, builds better local partnerships, reduces possible duplication of effort, and improves the likelihood that local offices will understand and support the project.**
- **Significant leveraging of resources and commitment for W/S projects has occurred.**
- **Partnerships formed with education and training institutions, community-based organizations, and employers are contributing to training that links participant needs and employment requirements.**

The W/S program encouraged partnerships at the Working Group level during the program design phase. At the individual or community level partnerships are required. Project sponsors are responsible for developing partnerships before applying to W/S. To date, partnerships have achieved the following:

- informal networking and information sharing occurred among Working Group members;
- the W/S program has served to strengthen the linkages between community-based organizations, education and training institutions, industry, and federal and provincial government staff;
- partners are contributing financially and in-kind to training through provision of access to up-dated equipment and through the leveraging of existing resources;
- education and training institutions are working more co-operatively with industry to develop and deliver training that will lead to long-term employment. (For example, they are accommodating work-site theoretical training of apprenticeship programs);
- employers, as partners, are making commitments to active training;

- organizations, particularly community-based ones, have undergone budget reductions and, as a result, are working together and managing their workloads through partnering;
- the W/S program is expected to reduce duplication by ensuring that the appropriate partners are collaborating in an effort to meet labour market needs, rather than operating independently;
- some of the partnerships are bringing together diverse organizations (the variety of stakeholders' perceptions has been useful in enhancing the training programs);
- partnerships with organizations representing equity groups are expected to result in training that meets the needs of these target groups most effectively;
- new approaches are being developed to deliver apprenticeship training through partnerships;
- some organizations worked together to deliver new training, even though their projects were not approved for W/S funding; and
- the access to available resources for individual training projects has improved.

Some of challenges related to partnerships include the following:

- significant time is required to establish partnerships and to develop relationships;
- compromises are required when partners have different priorities, styles, and approaches;
- some partners at the project level have not fulfilled their commitment to a project or have withdrawn from the project altogether; and
- government departments and agencies that provide income support but that traditionally do not work together came together to facilitate trainees' participation in W/S (confusion resulted in some instances when funding agencies were not brought in at an early stage of project development).

Partners have and will continue to learn to work together using consensus-building and compromise to surmount different priorities and working approaches.

The sustainability of specific partnerships has not yet been determined. Sustainability will depend on a number of factors, including the following:

- whether the partnerships resulted in improved training to better meet needs;
- capacity and support for partnering;
- benefits and value received by the partners;
- how often employees must be trained or retrained; and
- commitment of human and financial resources by partners.

2. How is the W/S program contributing to increased federal and provincial co-ordination and collaboration in labour force development? How does this represent an improvement over previous collaboration?

Key Findings

- **Federal and provincial government staff have contributed their collective knowledge and expertise in labour market development to design and implement a program to meet Saskatchewan training needs. The people involved in W/S have been able to work within the framework to achieve common objectives.**
- **There is value in jointly planning and designing operating procedures and programs.**
- **In the future, if effective co-ordination and collaboration is to be achieved when working with two orders of government that operate within two independent and distinct systems and infrastructures, it is important to find a way to merge the dual systems while still maintaining and respecting the integrity of the independent systems.**

The federal and provincial governments have previously worked together successfully at the operational level to increase co-ordination of services and reduce duplication. For instance, the federal government has purchased training seats from the Province, rather than offering similar training programs. The relationship between the federal and provincial governments has been strengthened through SI, as both orders of government work as equal partners toward shared interests and common principles, in both the policy development and management areas. The federal government is providing funding to the provincial government to implement initiatives identified through joint planning to meet common objectives.

The federal and provincial governments have developed a good working relationship through the W/S program. Although the federal and provincial governments are equal partners with similar objectives in implementing the program, their differing perceptions and systems sometimes created challenges but also contributed to strengthening the program. Co-ordination improved between the two governments during the implementation of the W/S program.

Both orders of government have had to adapt the way in which they manage and do business in order to accommodate a partnership approach. This means there must be flexibility in the application of infrastructure, policies, and operating procedures which exist independently within present systems.

SI is contributing to the *Saskatchewan Training Strategy: Bridges to Employment* and the Canada-Saskatchewan Labour Market Development Agreement. The W/S program is expected to contribute to policies and procedures around future training in Saskatchewan. For instance, it will provide data on the types of support services which best support the needs of target groups and employers. The W/S program has provided opportunities for the provincial government and HRDC to learn from each others' perspectives and experiences.

SI is providing information that has been valuable in work related to the negotiation of the Canada-Saskatchewan LMDA. The W/S program will assist the transition to increased provincial responsibility for training and employment by testing new approaches to the delivery of community-based and industry-specific training. The W/S program has allowed the province to test an infrastructure for contracting, making payments, and collecting data associated with contribution contracts.

In the future, one focused provincial training strategy is expected to reduce duplication. During the transition period, the dual bureaucracy of SI involves both orders of government, which takes more time and resources than if one order of government was planning and implementing the program. Involving both orders of government in the development phase has resulted in more effective program design but a more cumbersome delivery system, as both orders of governments are involved.

2.4 PROGRAM COST EFFECTIVENESS

1. How were the funding allocations determined? Are the allocations appropriate relative to the identified needs?

Key Learnings

- Program design with partners and stakeholders takes more time and resources but results in a program that has commitment from partners.
- Programs which require partnerships can lever significant contributions in cash and in-kind to augment public funding.
- Federal/provincial partnerships are beneficial at the program design stage.
- Federal/provincial program administration and approval can create some administrative inefficiencies.

In the design of the W/S program, resources were allocated to maximise funding for pilot project training delivery and minimise funding for administration. The levels of time and human resources required to develop and implement the program were not fully appreciated in the initial stages. As a result, several issues resulting from administrative resource constraints have had to be overcome.

A total of \$5,916,771 was allocated for W/S projects, and of this, \$4,190,208 (70.2 percent) was committed to approved projects as of September 17, 1997. Through sponsor and partner contributions, accounting for approximately 58 percent of the total value of approved pilot project training of \$9,968,451, SI funding was able to lever significant contributions to supplement public funding. W/S projects have benefited from contributions (direct and in-kind) of financial and human resources from partner organizations.

The administrative budget is relatively low compared to many other programs. However, many of the traditional administrative costs have been contributed by the partnership approach of SI. For example, program design was done with stakeholders at their own expense and time. Federal/provincial management of the program has been done by existing staff, who have other primary job duties. As well, the province has contributed office space and any necessary equipment to ensure the effective operation of the program.

3.0 RECOMMENDATIONS

The following recommendations were identified as immediate priorities for the W/S program.

1. Identify best practices of the pilot projects as soon as possible following completion and develop a plan that outlines how the successful innovations will be integrated with future and ongoing education, training, and skills development programs in Saskatchewan.
2. Continue efforts to refine reporting and monitoring forms to streamline the process and increase consistency.
3. Continue to monitor requirements for administrative resources and allocate funding as required for efficient and effective service.
4. Ensure that the SI Database/Tracking System is functioning properly and meeting its mandate to provide activity reports for timely decision-making. Provide appropriate staff training to increase the Database/Tracking Systems' effectiveness.

RECOMMENDATIONS: FUTURE WORK/STUDY PROGRAMS

1. Identify opportunities, including participation in focus groups or workshops, for increased involvement of industry, community-based organizations, and other government departments in the development of future training and employment programs. Determine appropriate funding for non-government partners to participate in workshops and other activities.
2. Incorporate a pre-operational design and development phase with timelines and appropriate resources (human and financial) for the following activities:
 - development of partnerships;
 - use of focus groups with stakeholders to provide input in program design;
 - development of common visions and objectives;
 - development of detailed but flexible policies, procedures, and processes;
 - identification and implementation of a Database/Tracking System and monitoring requirements;
 - development of an appropriate communication strategy; and

- development and implementation of an appropriate training program for staff.
- 3. Utilise program criteria that are transparent and appropriate to definable outcomes and that provide a minimum framework for applicants.
- 4. Develop clear and concise written material outlining the program vision, objectives, criteria, roles, responsibilities, policies, procedures, and expected timelines.
- 5. Require signed letters from partners, outlining their commitments to projects.
- 6. Provide presentations and written material regarding new programs prior to program implementation to community service level staff, even if they are not directly involved in administering programs.
- 7. Involve funding and training partners in the developmental stage of individual projects to improve co-ordination of activities.
- 8. Allocate appropriate administrative resources to meet client expectations for timely and quality service.
- 9. Ensure significant time and resources (human and financial) are provided to establish true partnerships and to develop relationships at the community level and between federal/provincial government departments and agencies, industry, and community-based organizations.
- 10. In future programs, if the focus is on innovation and innovative approaches to encourage and test training and employment alternatives, the manner in which innovation is defined should not be restricting or limiting in nature.

APPENDIX ONE: SUMMARY OF PROJECTS

SUMMARY OF PROJECTS

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Guide Training Project The Saskatchewan Outfitter's Association will develop a competency-based curriculum, a certification process, and will train 25 guides in fishing or hunting and 20 guides in fishing and hunting. Training will be delivered on-site by participating outfitters who have taken train-the-trainer workshops. A co-ordinator will oversee on-site training and will provide support to outfitters. Successfully trained guides will receive nationally recognised tourism industry certification. This project will also test the expansion of cross-seasonal opportunities for guides.	Saskatchewan Outfitters Association STEC and three individual outfitters Saskatchewan	June 1, 1996	Dec. 31, 1997	45	\$125,000.00	\$401,150.00
New Media/Adaptive Systems Project Pebble Beach Interactive will develop curriculum and certification process of sector initiated high-end production-based training. A team of eight new media specialists will be trained on how to continue sourcing, evaluating, and incorporating the latest technology and software as a natural component of the production process. Trainees will develop knowledge and functional skills based on state-of-the-art technological tools which will assist industry to remain competitive in Saskatchewan.	Pebble Beach Interactive The Wascana Institute, the Professional Development Institute, and HRDC Regina	July 1, 1996	Sept. 15, 1997	8	\$170,320.00	\$494,660.00
Linking Employment and Training North West Regional College will train 20 individuals in transferable employability skills leading to sustainable employment. Training will be delivered half day in classroom and half day on work sites. Classroom training will be in groups of five persons each. Each group will have a mentor that will make the connection between classroom training and workplace training. Workplace training will be paid.	North West Regional College The New Careers Corporation, the NSIM program and four local employers. North Battleford	Aug. 1, 1996	June 27, 1997	20	\$103,420.00	\$229,581.00

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	# of Trainees	\$I Contribution	Total
Aboriginal Health Careers Access Training 20 aboriginal persons through a special adult grade 12 program. This training will encourage aboriginal access to health careers by providing grade 12 with emphasis on the science plus medical terminology. Work placements within the health district are one-half day to one day per week during 1997. With a combination of academic and personal skills training, as well as work placement, participants will pursue jobs with local health districts or go on to future technical health sciences training.	Saskatoon District Health Board Saskatchewan Indian Institute of Technology Saskatoon	Aug. 1, 1996	Jan. 31, 1998	20	\$207,486.00	\$665,965.00
Telemarketing Customer Service Rep Training Project Wascana Institute will develop an industry-verified curriculum and train 30 trainees in sales techniques, telemarketing, and the integration of simulated customer service techniques, using the most up-to-date software. SaskTel, CIBC, and Sears will set up a training centre, and SCCA will provide advice and assistance to applicants. Applicants will be screened by members of SCCA and SIAST Wascana.	SIAST Wascana Institute The Saskatchewan Call Centre Association, Sears, CIBC, SaskTel, NCC, and HRDC. Regina	Jul. 15, 1996	May 31, 1997	30	\$76,000.00	\$186,200.00
Estevan Comprehensive School (Dual Credit Electronics) Estevan Comprehensive School will develop and deliver dual-credit electronics program to 10 high-school students and 10 adult learners. Dual credit will be provided from the Department of Education towards senior matriculation and towards an SIAST Palliser Institute Electronics Technical Certificate. Industry partners will provide advice about program content, field expertise, access to specialised equipment, workplace training opportunities, and in some cases a direct link to sustainable employment.	Estevan Comprehensive School Palliser Institute, Southeast Regional College, and local industry Estevan/Moose Jaw	Sept. 1, 1996	Jan. 31, 1998	20	\$130,000.00	\$311,800.00

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Comprehensive Education and Employment Development Training Program Rainbow Youth Centre will train 16 disadvantaged youth by focusing on academic upgrading, life skills, job preparation, work-site training, mentorship, job shadowing, and training as a short-order cook with SIAST accreditation. Each phase of training will follow immediately after the other. Eleven employers have agreed to provide work-based training and be committed to hiring the trainees upon completion of the program.	Rainbow Youth Centre Inc. SIAST Woodland Campus, Regina Health District, St. John's Ambulance, TFHQ Adult Learning Centre, Occupational Health and Safety, STEC, Paul Dojack Centre, and eleven employers. Regina	Oct. 15, 1996	Oct. 15, 1997	16	\$74,843.00	\$273,056.00
Entrepreneur/Producer Training Program Developing a guide for entrepreneur producer training. Special emphasis will be placed on entrepreneurial skills in such areas as how to prepare and present proposals and ideas, how to access funding for production, and how to create connections within the industry on an international level. Eight trainees, including two from Saskatoon, will attend seminars in Regina and Saskatoon, with the trainees receiving mentoring on the job. The guide will be made available throughout the industry.	Eighty-Seven Bear Images Inc. The Edge Production Corporation, New Careers Corporation, HRDC, and Future Skills Regina/Saskatoon	Jul. 1, 1996	Dec. 14, 1996	6	\$50,000.00	\$110,000.00
Holistic Training for the Hospitality Industry The Ochapowace Human Resources Group Inc. will develop a Centre of Excellence for the training of First Nations and Métis people in the hospitality industry. This training will be marketed provincially and nationally.	Ochapowace Human Resource Group Inc. STEC, SIAST, Landmark Inn, NCC, Social Services, and Daycare Branch Regina	Oct. 1, 1996	Aug. 31, 1997	60	\$250,000.00	\$1,007,141.00
Entrepreneurial Training This project will train existing or potential tourism owners/operators in entrepreneurship. It will use self-directed multimedia and national standards to enhance business development.	STEC Business Development Bank of Canada, Woodland Institute SIAST, and Tourism Saskatchewan Saskatoon				\$96,080.00	\$262,460.00

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Pepaw Training Initiative Developing a training facility on Key Reserve which will deliver training for Keeseekoosie, Cote and Key First Nations in preparation for off-reserve employment. This targeted training goes beyond traditional trades training and work placements in that the curriculum also includes instruction in life skills, cultural identity, and spirituality, focusing on development of co-existence skills for participants who secure employment outside their usual element. The 24 participants have completed the classroom portion of the training with partnership from Saskatchewan Indian Institute of Technologies and the Saskatchewan Construction Safety Council Inc. and will complete their work placements on reserve construction projects. The final phase, to have the successful participants move directly into employment during the construction of the Saskfor MacMillan Limited Partnership Oriented Strand Board Mill at Hudson Bay, is on hold, due to the delay in the start of construction.	Prepaw Plains Management Inc. Saskfor MacMillan Limited Partnership, the Labourers International Union of North America (local 890), the Saskatchewan Construction Safety Council Inc., and the Saskatchewan Indian Institute of Technologies.	Nov. 4, 1996	Feb. 14, 1997	24	\$143,760.00	\$203,223.00
Tourism Industry Apprenticeship The Saskatchewan Tourism Education Council, in partnership with the Apprenticeship and Trade Certification Branch and tourism industry employers, will provide training and training support to tourism industry employers and apprentices. Under the project, 40 employers will be trained to provide work-site training support to apprentices in the Food and Beverage Server and Front Desk Agent trades. One hundred apprentices will be trained by the forty employers under this program.	Saskatchewan Tourism Education Council The Apprenticeship and Trade Certification Branch and tourism industry employers.	Nov. 1, 1996	Jan. 31, 1998	100	\$72,499.00	\$951,799.00
	Saskatoon					

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Emergency Services Communication Technician Training Program Delivering a 14-week training program to prepare 11 prospective communications technicians for employment with basic or enhanced 911 centres and other call-receiving and dispatching emergency services throughout the prairie provinces. This project is testing a new community partnership and an approach to managing and delivering skill development and work placements that lead to employment.	Cypress Hills Regional College Southwest Saskatchewan Regional 911 Board, City of Swift Current fire department, Provincial 911 Advisory Committee and Implementation Team, SIAST Wascana Institute, SaskTel Mobility, and Saskatchewan Education (Facilities Branch).	Nov. 18, 1996	June 17, 1997	12	\$196,500.00	\$319,800.00
Aboriginal Early Learning Cultural and Development Worker Program Training in early childhood education. The innovation in this project is that trainees are being selected based on their connections to children enrolled in the Headstart project, with priority being given to parents; and the practicum will occur at the Little Eagle's Nest. The program has incorporated the aboriginal cultural content within its training through the partnership between the aboriginal community and the School Division.	Swift Current Regina Friendship Centre Corporation The Little Eagle's Nest, Health Canada, New Careers Corporation, Heritage Foundation of Saskatchewan, Regina School Division No. 4, and SIAST Woodland Institute.	Dec. 1, 1996	Jan. 31, 1998	20	\$192,500.00	\$269,195.00
Enhanced Business Training for Women Training low-income women to develop their own micro-business plans and set up and operate a micro-loan circle to support the development of their businesses. Training will be comprehensive, including life management skills, parenting, upgrading and computer skills, as well as entrepreneurship training and mentorship. Six months of post-project mentorship will be provided to support the viability of the businesses.	YWCA of Prince Albert Local REDA, Credit Union, Chamber of Commerce, Community Service Centre, SIAST Woodland Campus, New Careers Corporation, Saskatchewan Social Services, and the Multi-Cultural Society. Prince Albert	Dec. 2, 1996	Mar. 6, 1998	10	\$200,784.00	\$339,309.00

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Gravelbourg-Wood River Employment Training Project A "learning centre" has been established at Woodrow to deliver Production Line MIG Welding and Tourism/Hospitality/Entrepreneurship training. All students will participate in a work placement at a local business. This program has been designed to provide students access to entry-level positions in industry and a smooth transition for those students planning to enroll in a post-secondary institution for further career development.	Gravelbourg School Division No. 109 Cypress Hills Regional College, SIAST Paliser Institute, College Mathieu, the French Regional College, Wood River School Division, Job Start/ Future Skills, the New Careers Corporation, the Diocese of Gravelbourg, and 19 local businesses.	Nov. 4, 1996	June 30, 1997	94	\$159,895.00	\$238,965.00
Biotech Educational Incubator Delivering work-based training that combines theoretical and technical skills in accord with skills portfolios developed jointly by the industry and the training institutions. The aim is to develop an ongoing co-operation between training institutes and the biotech industry that will lead to advanced certification to meet the demanding and growing technical needs of the industry and become a viable alternative to traditional institutional training.	Global Management Resources Inc. The Saskatchewan Research Council, the University of Saskatchewan, SIAST Kelsey Institute, Ag West Biotech and other biotech industry employers. Saskatoon	Nov. 12, 1996	Project Terminated on July 23, 1997	30	\$38,095.00	\$369,050.00
Kitchen Helper/Housekeeping Room Attendant Developing and delivering an alternative learning approach to training. The course is based on previous STEC pre-hospitality model and standards. The learning model will target the disabled youth in northern Saskatchewan. The training will provide trained and certified entry-level workers for the hospitality industry. The project will test new northern community partnerships, as well. Northern hospitality businesses will provide the work-based training and employment for successful graduates.	Gary Tinker Federation and Northlands College, VRDP, Post-Secondary Education and Skills Training, and a number of northern hospitality businesses. La Ronge	Nov. 25, 1996	August 9, 1997	9	\$99,290.00	\$175,290.00

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Professional Training of Undergraduate First Nations Science Students Training SIFC science students in advanced scientific equipment, normally available only to post-graduate students. The project will provide practical experience in science that will give the students the skills they need to access the job market with a Bachelor of Science degree.	Saskatchewan Indian Federated College (Science Department) University of Regina Regina	Feb. 1, 1997	Mar. 1, 1999	4	\$42,000.00	\$87,000.00
Automotive Service Technician Apprenticeship Training Co-ordinating work-based competency training, combined with institutional training, to assist seven automotive technician apprentices to achieve Level One Apprenticeship credit. This project will test successful work-site delivery of a minimum of 50% of the required course material and credit for prior learning. In-home distance learning via the Internet is also being tested.	SIAT Kelsey Campus The Apprenticeship and Trade Certification Unit, and three journey persons and employers in the automotive industry. Saskatoon	Feb. 4, 1997	June 27, 1997	7	\$37,500.00	\$84,196.00
GED 12/Transport Operator Training (A-1) Training learning-disabled individuals for careers as transport operators. Participants will receive remedial instruction leading to a GED 12 certificate, as well as operator skills training leading to Class-1A certification. Personal support is provided throughout all stages of the training, and post-training follow-up will ensure access to employment.	Saskatoon Centre of Reading Excellence Transportation Careers Development Centre, individual transport companies, Saskatchewan Social Services, and New Careers Corporation. Saskatoon	Feb. 3, 1997	Oct. 31, 1997	9	\$161,017.00	\$248,292.00
Home Based Business Entrepreneurial Training Developing and delivering a 10-week entrepreneurship program geared to the special requirements of operating a successful home business. Training will be piloted in Weyburn, Melfort, and Lloydminster. It will test a new approach to entrepreneurship training by alternating five weeks of formal training with five weeks of individual action plan pursuit and self-directed practicum. If successful, this program will run throughout the province on a self-sustaining basis.	Saskatchewan Home Based Business Association Saskatchewan Association for Community Living, Saskatoon Special Interest Co-op, Victory Marketing, Advanced Business Consulting, Methods Consulting, and Byron J. Reynolds. Melfort/Lloydminster/Weyburn	Feb. 4, 1997	May 29, 1998	60	\$76,315.00	\$138,775.00

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Electrician Apprenticeship Training Testing a new way of meeting skill development needs in the electrical industry. Palliser Institute will redesign the existing curriculum of Level One Electrician Apprenticeship training into independent modules, incorporating audio/video, distance delivery, printed materials, and learning guides. Electrician Level One apprentices will be able to access training at a time convenient to both them and their employers. Innovation is in the flexibility of the delivery options, which enable apprentices to attend training on a per module basis, rather than in the regular block format.	SIAT Palliser Institute The Apprenticeship and Trade Certification Unit, Electrician Level One apprentices, and employers/contractors. Moose Jaw	May 5, 1997	June 19, 1998	12	\$73,500.00	\$129,000.00
Crane and Hoist Operators - Apprenticeship Training Developing and testing a curriculum which allows home study by correspondence and weekend seminars. Trainees will remain employed, rather than having to take time off during the formal training. The employers will not have to re-staff or lose production time.	Western Trades Training Institute The Apprenticeship and Trade Certification Unit, and 10 employers. Saskatoon	Feb. 1, 1997	June 30, 1997	10	\$44,750.00	\$67,890.00
Machinist Apprenticeship Training Delivering Level One Machinist Apprenticeship training on site at Leon Ram Industries in Yorkton. The program will test a new delivery model which will have the apprentices working four 10-hour days and taking their training on the fifth day. Testing the effectiveness of work-site training, the effectiveness of training when apprentices do not have to relocate, and the cost effectiveness of having apprentices continue to work full time, rather than having them require income support while training away from work.	SIAT Kelsey Institute Leon Ram Industries, Morris Industries, Goodman Steel and Iron Works, the Apprenticeship and Trade Certification Unit, Parkland Regional College, and 12 apprentices. Yorkton	Apr. 1, 1997	Nov. 28, 1997	12	\$32,070.00	\$72,820.00

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Automotive Dealership Training Project Delivering a comprehensive personal and work skills program for disabled individuals, leading to jobs with automotive dealerships. Training will include first aid and safety skills, defensive driving, specific job skills training, work-site assessments, and 10 weeks of paid training on the job.	Saskatchewan Abilities Council Saskatoon Motor Dealers Association, three local car dealerships, New Careers Corporation, and Saskatchewan Social Services Saskatoon	Mar. 24, 1997	Sept. 19, 1997	12	\$67,920.00	\$166,636.00
Women's Work-Training Program and Co-operative Providing Level One apprentice carpenters with Level Two Apprenticeship training while developing expertise in the construction and renovation of "barrier free" housing for people with disabilities. The Level One carpenters, through the formation of their own co-operative, have created their own employer. This will allow them to continue to work toward their journey person certificate. All apprentice trainees are women in a non-traditional trade.	Saskatchewan Women in Trades and Technology CMHC, a consortium of the South Saskatchewan Living Centre, Women and Economic Development Consortium, City of Regina, Social Services Income Security Division, CIBC, Habitat for Humanity and other community organisations, HRDC, and the Apprenticeship and Trade Certification Unit. Regina	Apr. 1, 1997	Sept. 30, 1998	24	\$100,520.00	\$474,086.00

Project Title	Sponsors and Partners	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Community Economic Development Remote Delivery Program Delivering training through the Internet, teleconferencing, and mentor support. The participants will be linked to each other and the program deliverer via technology. The innovation being tested in this project is the delivery of a program to isolated trainees, using Internet technology, for jobs that are presently available in the communities, but currently there are no trained local candidates for the positions. The project will provide an evaluation of the suitability of the curriculum for distance delivery; the suitability of this method of delivery of programs; and its application to provide training to isolated students across Saskatchewan, with the potential for training delivery absolutely anywhere.	Northeast Economic Development Association The Peter Ballantyne Cree Nation, New Careers Corporation, the Future Skills Program, SIAST Woodland Institute, Saskatchewan Telecommunications, Northlands College, and the villages of Sandy Bay, Pelican Narrows, and Cumberland House. North-eastern Saskatchewan	Apr. 1, 1997	Mar. 24, 1998	10	\$217,557.00	\$524,784.00
Resource Management Personnel Program Preparing the graduates of Integrated Resource Management (IRM) programs to meet entry requirements for full-time employment with SERM, Tribal Councils, industry, and other government departments. This work-based, holistic training model will offer enhanced life skills and cross-cultural training, which will contribute to the participant's personal development and their well-roundness as a resource manager. This year-round, work-based training is augmented with certified training for professional development which is typically offered to the Provincial Conservation Officers.	FSIN (SERM), (INAC), SIAST, and SIIT. Saskatchewan	June 1, 1997	May 31, 1998	7	\$175,000.00	\$484,551.00

Project Title	Sponsors and Partners	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Northern Apprenticeship Cooking – Level I Level One Cooking Apprenticeship training at MacLean Lake, at the Cogema Mine site. The theory component will be taught four days per month during the working shifts of the kitchen employees over a 10-month period. Training will be part of the regular employment of trainees. If successful, the employer will consider doing additional levels of the apprenticeship program.	SIAT Woodland Cogema Mining Company, Northlands College, Northern Métis Site Services Inc., the Apprenticeship Branch, and seven apprentices.	May 1, 1997	June 30, 1998	7	\$27,220.00	\$75,662.00
Electronic Careers for First Nations Workers This project will train First Nations students for careers in the electronics industry, develop a new Applied Certificate in Electronics that incorporates SaskTel's entry-level training, provide advanced entry into SIAT's electronics certificate program for the graduates, promote electronics as a viable career for First Nations individuals, and provide industry-based training in electronics.	Northern Saskatchewan Saskatchewan Indian Institute of Technology Tribal Councils, SaskTel, SIAT, and New Careers Corporation Saskatoon	May 1, 1997	Aug. 31, 1998	20	\$100,000.00	\$579,600.00
Enriched Commercial Pilot Training Developing and delivering a comprehensive commercial pilot training program that will exceed Transport Canada minimum standards in order to meet requirements of northern operators for multi-skilled pilots able to assume commercial flying jobs immediately upon completion of training. Five of six trainees will be employed as pilots.	Saskatchewan Aviation Council Inc. The Saskatchewan Board of Education, Mitchinson Flying Services, Nimbus Aerobatics, and four local aviation companies and northern operators. Saskatoon	June 1, 1997	Apr. 30, 1998	6	\$53,308.00	\$193,308.00

Project Title	Sponsors and Partners	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Community-Based Entrepreneurial Training Developing and implementing a community needs-based entrepreneurship training program for inner-city residents. Eight participants will successfully start up and run their own small business, while four participants will find sustainable jobs.	Quint Development Corporation Deloitte & Touche, Riversdale Business Improvement District, the City of Saskatoon, Saskatoon Housing Authority, Saskatoon Credit Union, First Canadian Property Investments, Developers Real Estate, five inner-city community associations, and the New Careers Corporation. Saskatoon	June 2, 1997	Sept. 4, 1998	15	\$141,088.00	\$211,268.00
Accelerated Business 1 Program Developing and offering all of the classes from the First Year Business Program in smaller blocks, delivered in shorter time periods.	SIAS T Palliser Moose Jaw	June 1, 1997	June 26, 1998	25	\$118,500.00	\$169,500.00

Project Title	Sponsors and Partners	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Study and Work Building upon existing work experience programs to assist Grade 12 students from Prince Albert area high schools to make informed career choices and connect to jobs in the local labour market. Will develop the Partnership Directory Web site, an interactive site profiling employers and students, giving students access to jobs. Work Experience placements will be co-ordinated across all area high schools in order to have a "one-window" service approach to employers. Trainees pursue a variety of career paths.	P.A. School Division No. 3 The Kinistino School Division, Prince Albert (Carlton) Comprehensive High School Board, Prince Albert Rural School Division, Prince Albert Roman Catholic Separate School, HRDC, Prince Albert Chamber of Commerce, and SIAS Woodland Institute. Prince Albert	Aug. 25, 1997	Oct. 31, 1998	60	\$72,884.00	\$116,198.00
Certificate in Program Evaluation Developing and delivering evaluation training for 16 employees in the cultural sector. The training program will produce a specific product for the employer involved in this pilot project, which could prove valuable in determining priorities as a business entity. MAS and SCCO will jointly own the package developed and will provide the training to sector partners in the future.	Museum Association of Saskatchewan SCCO Regina (various locations throughout Saskatchewan)	Aug. 15, 1997	June 30, 1998	16	\$25,000.00	\$38,580.00

Project Title	Sponsors and Partners	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Saskatoon Industry – Education Council This project will develop an Industry-Education Council (to enhance the economic well-being of the community and, the community's youth and employment. The industry partners will be providing financial support, advice, consultation, student placements, and other appropriate services for the Saskatoon Board of Education. The Saskatoon Board of Education will develop a career culture/process and employability skills which will assist students to make the transition to productive employment.	Education Flexi-coil, CETAC-West, Ernst & Young, SaskTel, Royal Bank, Hitachi Canada Industries, North Saskatoon Business Association, Frontier Peterbilt Sales, West Wind Aviation, Saskatoon Chamber of Commerce, Tourism Saskatoon, Boychuk Construction Corporation, and Saskatoon Tribal Council Saskatoon				\$144,225.00	\$434,110.00
Small Business Development Centre for People with Disabilities This project will test a unique business incubator model that will operate in a collective format which will combine a core services component for marketing, accounting, and human resource services, with individual satellite businesses, or "pods." Fourteen individuals with a mobility disability or hearing impairment will be trained in entrepreneurship skills to equip them to either run their own small business or be part of the core services business enterprise.	Saskatchewan Deaf and Hard of Hearing Services Inc. Sealy Osborne Consultant Services, Global Infobrokers, The Lang Tree, Saskatchewan Social Services and New Careers. Saskatoon				\$199,300.00	\$389,475.00

Project Title	Sponsors and Partners	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Community Training and Placement Program This project will initiate the development of a work-based employment skills training curriculum to be used by participating employers under an agreement, or covenant, between unemployed Riversdale residents, the Riversdale Owners' Coalition, and the local businesses. An outline of the curriculum and the Employment Covenant will be developed to assist in the recruitment of employers. Nine employer/trainers will be recruited.	Riversdale Owners' Coalition Inc. Many professional volunteers from within the community to be mentors/instructors. Saskatoon	Jan. 6, 1997	Jan. 31, 1998	60	\$20,000.00	\$20,000.00
First Nations Government Specialist Training Program This project will deliver a First Nations Government Specialist Training Program to 17 First Nations and Métis students. This is the first time First Nations government has been taught from the perspective of First Nations people with consideration for their customary values and practices. The project will use computer technology to network and link participating bands to the training site as part of the curriculum supervision. Students will work in teams to establish co-operative working relationships and long-term strategies to implement processes to deal with First Nations Government, Inherent Rights, Treaty Rights, a First Nations Justice System, and New Fiscal Relations.	First Nations Forum Prince Albert and various reserves				\$159,173.00	\$630,673.00
Making the Connection With the Workplace This project will research, develop, and test innovative approaches to enhance the employment opportunities for northern high-school students, adults, and apprentices in the area of trades and applied technologies in expanding areas of the northern economy.	Northern Lights School Division No. 113/Northern Apprenticeship Committee Northern communities. Northern Saskatchewan				\$50,000.00	\$50,000.00

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Resource Management Personnel Program This project will train seven First Nation graduates of the Integrated Resource Management to meet the entry requirements for full-time employment as Conservation Officers with SERM, Tribal Councils, industry, and other government departments.	Federation of Saskatchewan Indian Nations SERM and Tribal Councils Various Locations				\$175,000.00	\$484,551.00
IT Skills Competency Framework This project will develop and validate an Information Technology Competency Framework depicting the competencies Saskatchewan needs to be globally competitive. It will identify the gap that exists between the sector's human resource training needs and available post-secondary training. A high-priority training program will be developed and pilot tested using the Internet.	Software Technology Centre City of Regina, SaskEnergy, Farm Credit Corporation, SaskPower, Saskatchewan Wheat Pool, Saskatchewan Workers' Compensation Board, Saskatchewan Property Management Corporation, Wascana Energy, SaskTel, Saskatchewan Government Insurance, Fontanie Associates Consulting Services, and the Vocational Technical Education Department, University of Regina Regina				\$178,275.00	\$323,314.00
Roofer Apprenticeship Training This project will offer a home study/workplace testing training model that targets level one apprentices (but can accommodate level two and three) to a maximum of 20 apprentices in total. Each level of training must be completed within a calendar year.	SIAT Woodland Campus Individual Roofing Companies and Apprenticeship and Trade Certification Various Locations				\$30,000.00	\$129,842.00

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Dual Ticketed Instrumentation/Electrical Journey person This project will develop a curriculum that allows Instrumentation Mechanics and Electrical journey people to become dual ticketed. Many employers throughout Saskatchewan are requesting that their employees are dual ticketed. These apprenticeship training programs share common training elements and competencies. This project will reduce training time required through prior learning assessment and minimisation of duplication of training.	SIAST Palliser Campus Weyerhaeuser and Apprenticeship and Trade Certification				\$70,000.00	\$122,000.00
Water Operations and Maintenance Training Program Phases I and II This project will collaborate with a number of partners to develop, test, and certify a Water Operations and Maintenance Training Program in two phases. It will be the first comprehensive training program based on provincially validated human resource needs profile for Saskatchewan water operators. The training is a distance education, self-paced package which will provide training, retraining, and upgrading for operators in rural and northern Saskatchewan. Upon completion of the training, trainees will be examined for certification in Water Operations and Maintenance.	Moose Jaw Lac La Ronge Indian Band/SIAST Palliser Campus Saskatchewan Water and Wastewater Association, SERM, Saskatchewan Water Corporation, and the First Nations Water Operators Association and Woodland Cree First Nations La Ronge				\$193,078.00	\$350,833.00

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Professional Mentoring and Development Training Program for Artists and Writers This project will provide mentorship training which will allow trainees the opportunity to consider self-employment through the learned skills needed to survive as professional artists and writers. This merged program reduces administration and delivery expenses, as these two mediums share similar needs in professional development training.	Canadian Artists Representation Saskatchewan Sterling Newspapers, Neutral Ground Artist Run Centre and Multimedia Station/SOIL, Circle Vision, City of Regina, CARFAC Copyright Collective, Gauley & Co., and Meyers Norris Penney & Co. Regina				\$49,750.00	\$83,500.00

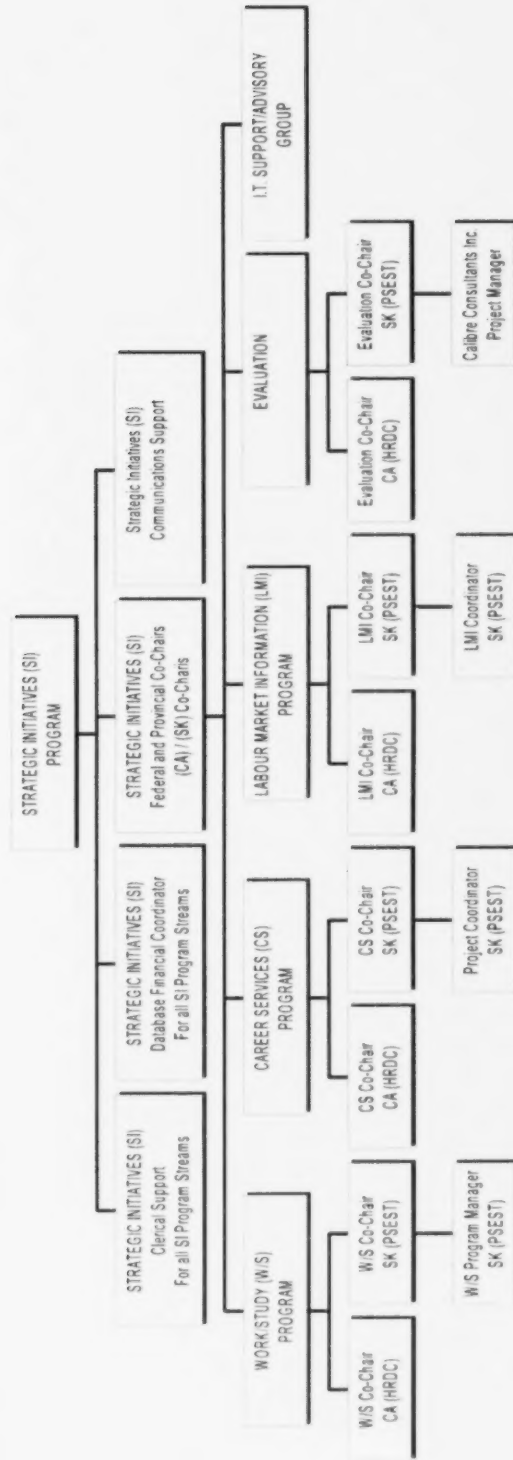
Project Title	Sponsors and Location	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Entrepreneurial Lab This project will develop, deliver, and test the effectiveness of delivery of unique entrepreneurial training utilising the latest communications technology and employing innovative "hands-on" teaching techniques. Up to 140 participants will participate. They will start and/or operate a business with assistance from mentors with business experience.	South West Centre for Entrepreneurial Development Inc. Nikaneet First Nation, City of Swift Current, Swift Current Comprehensive High School, Southwest Chapter of Women Entrepreneurs, Town of Maple Creek, HRDC, Office Outfitters Ltd., Quest Management Inc., Southwest Community Futures Development Corporation, and New Careers Corporation				\$85,580.00	\$206,270.00
Crafts Training Initiatives This project will test a self-paced, distance education certificate program for ceramists and weavers throughout province. The 52-week project is currently only available through a two-year program located at Woodland Campus. This project will develop industry/SIAST certified training through the use of instruction, mentorship from master craftpersons and certification based on product production judged by mastercraftpersons.	SIAS Woodland Campus Provincial Weavers and Potter Guild, Neil Balkwill Centre and The Saskatchewan Craft Council Throughout the province				\$78,620.00	\$131,410.00
Careers in Film, Television and New Media This project will implement the first-in-North America, industry-based curriculum aimed at preparing high-school students for successful careers in film, television, and new media production. This first industry-based curriculum will give students hands-on experience required to plan, produce, record, and edit basic film, television, and new media production. The Grade 12 pilot project will have a two-month summer placement for graduates by the Saskatchewan Film Producers Association.	Minds Eye Pictures Luther College, Canadian Film and Television Production Association, Saskatchewan Education, Saskatchewan Economic and Co-operative Development, and HRDC Regina				\$100,000.00	\$180,000.00

Project Title	Sponsors and Partners and Location	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Carpenter/Scaffold Training Speciality This project will develop a scaffold curriculum for modular delivery and a work experience document for the work site. It will deliver the scaffold modular curriculum as a progressive work and learning experience in Saskatoon. This pilot will test an approach to increase accessibility to training in the construction trades in various locations throughout Saskatchewan.	Saskatchewan Carpenter's Joint Training Committee Scaffold Industry Association, Apprenticeship and Trade Certification Saskatoon				\$35,520.00	\$68,904.00
Carpenter Tradesperson Upgrading for Journey Certification This project will provide a supplementary program to the SIAT programs for carpenter tradespeople. The upgrading pilot program totals 156 hours and will incorporate the curriculum into a number of home study hours. The curriculum will be packaged in an non-sequential format to provide open access to training throughout the province. This project delivers the curriculum a modular format as a progressive work and learning experience in Saskatoon one night per week and one Saturday per month. Trainees can start at any time and any place in the curriculum.	Saskatchewan Carpenter's Joint Training Committee SIAT Woodland Campus, and Apprenticeship and Trade Certification Saskatoon				\$34,190.00	\$47,090.00

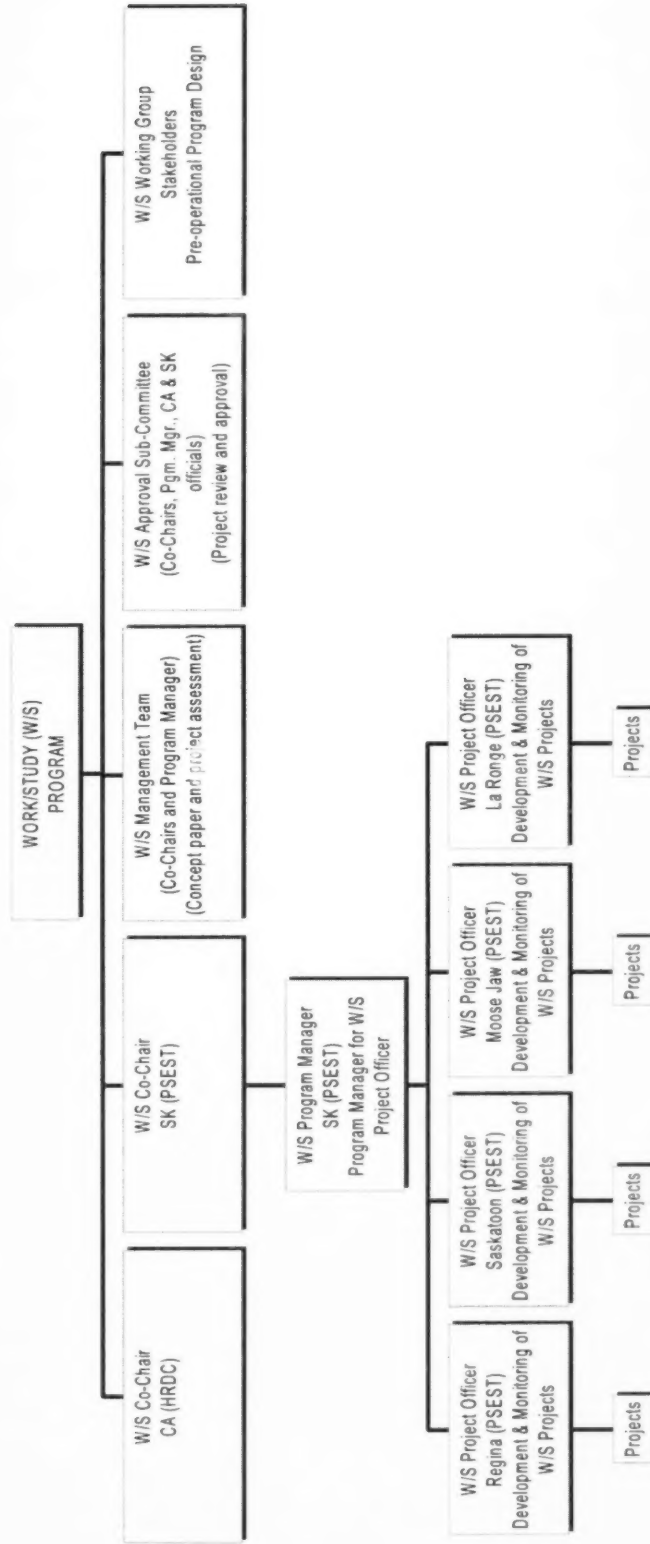
Project Title	Sponsors and Location	Start Date	Completion Date	# of Trainees	SI Contribution	Total
Community Economic Development Remote Delivery Program This project will test the delivery of Community Economic Development training to 10 trainees in northern communities, using Internet technology combined with teleconferencing and mentor support.	Northeast Saskatchewan Peter Ballantyne Cree Nation, Cumberland House Cree Nation, New Careers Corporation, Future Skills Program, Woodland Institute, Saskatchewan Telecommunications, Northlands College and the villages of Sandy Bay, Pelican Narrows, Cumberland House, Denare Beach, Dechambault Lake, and Southend Northeast Saskatchewan				\$217,557.00	\$524,784.00
Gary Tinker Project This project will train disabled people for entry level jobs in the tourism industry. The training will use a work-based and residential-based training model. All trainees will have the opportunity for employment with their work-based employer	Gary Tinker Federation, Northlands College HRDC - VRDP Employers Northern Saskatchewan				\$99,290.00	\$170,290.00

APPENDIX TWO: WORK/STUDY PROGRAM ORGANIZATIONAL CHARTS

STRATEGIC INITIATIVES (SI) PROGRAM Organizational Chart



WORK/STUDY (W/S) PROGRAM Organizational Chart



APPENDIX THREE: WORK/STUDY EVALUATION QUESTIONS

WORK/STUDY QUESTIONS

Relevance	Indicators		Methodologies
1. What was the process used to determine the social and economic need for the W/S program and individual projects?	• Process used for program design • Process used to identify pilot projects		Key informant interviews Sponsor interviews Document review - Project proposals
2. How have the labour force development needs of target groups been incorporated in the design of the W/S program?	• Participation of target groups in program design • Design of W/S program • Participation of target groups in W/S projects • Design of W/S projects • Opinions of target groups		Key informant interviews Document review - Program description - Project proposals Tracking system statistics Participant interviews
3. What types of innovations are the W/S projects expected to test? How was innovation instrumental to the W/S program?	• Innovations incorporated in W/S projects		Key informant interviews Sponsor interviews Participant surveys Document review - Project proposals
4. How does the W/S program represent improvements in service to clients over existing alternative programs?	• Opinions of employers • Opinions of trainees • Opinions of trainers • Opinions of other stakeholders		Key informant interviews Sponsor interviews Employer interviews Trainer interviews Participant surveys

Program Design and Delivery		Indicators	Methodologies
1.	Have any operational/legislative/regulatory/jurisdictional constraints been identified that impinge on the ability of the program to achieve its objectives? How were these handled?	Stakeholder opinions	Key informant interviews W/S staff workshop Working Group workshop Co-Chair workshop
2.	What are the strengths and weaknesses of the program's organizational structure?	- Roles and responsibilities of the various stakeholders - Staff - Committees - Administrative policies and procedures - Staff reporting structures - Internal communication	Key informant interviews Document review - W/S work flow plan W/S staff workshop Working Group workshop Co-Chair workshop Sponsor interviews
3.	How were the potential applicants and the community informed about the W/S program? Was the external communication effective?	- External communication activities - Awareness levels - Number of applications - Opinions of stakeholders	Key informant interviews Sponsor interviews Participant surveys Document review - Communication strategy
4.	What measures are being taken for tracking, monitoring, and assessing the projects? Are these adequate?	- Tracking and monitoring procedures in place - Opinions of stakeholders - Consideration of comparison groups	Key informant interviews Sponsor interviews Employer interviews Tracking system review

Program Success		Indicators	Methodologies
1.	What types of partnerships have been developed through the W/S program? What have been some of the partnership achievements and challenges? Will these partnerships be sustainable?	• Successes partnerships experienced • Challenges partnerships experienced • How the challenges were handled	Key informant interviews W/S staff workshop Working Group workshop Co-Chair workshop Sponsor interviews Partner interviews
2.	How is the W/S program contributing to increased federal and provincial co-ordination and collaboration in labour force development? How does this represent an improvement over previous collaboration?	• Changes in working environment • How the program is contributing to a reduction in duplication	Key informant interviews W/S staff workshop Working Group workshop Co-Chair workshop
3.	What successes in innovations have been experienced? What challenges have been experienced and how have the challenges been handled?	• Opinions of stakeholders	Key informant interviews Sponsor interviews Partner interviews Participant surveys
4.	How satisfied are participants with the W/S program?	• Opinions of stakeholders regarding: - Application and selection process - Services provided - Overall program	Key informant interviews Sponsor interviews Partner interviews Participant surveys
5.	Have the intended impacts of the W/S program been achieved? What are the unintended impacts of the W/S program?	• Completion rates • Reasons for discontinuing • Impacts on employers • Impacts on trainees • Impacts on sectors	Key informant interviews Sponsor interviews Partner interviews Participant surveys Tracking system analyses

Program Cost Effectiveness		Indicators	Methodologies
1.	How were the funding allocations determined? Are the allocations appropriate relative to the identified needs?	• Process used • Opinions of stakeholders	Key informant interviews Sponsor interviews
2.	Is the W/S program model a cost-effective way of achieving program objectives?	• Opinions of stakeholders • Cost comparison with other programs	Key informant interviews Sponsor interviews Partner interviews Participant surveys Review and analysis of costs

